



FAIRLIE PRIMARY SCHOOL

EMPLOYER RESPONSIBILITY

POLICY AND PROCEDURES

EMPLOYER RESPONSIBILITY POLICY

Fairlie Primary School develops and implements personnel and industrial policies within policy and procedural frameworks set by Government from time to time promoting high levels of staff performance, using educational resources effectively and recognising the needs of students. Fairlie Primary School acts as a good employer as defined in the State Sector Act 1988 and complies with the conditions contained in employment contracts for teaching and non-teaching staff.

In order to meet these requirements:

	<u>PART ONE</u>
Page	The Board of Trustees develops and implements:
2	Appointments Procedures
5	Complaints Procedures
5	Protected Disclosures Procedures – refer Health and Safety Policy
6	Performance Management Procedures
8	Equal Employment Opportunities Procedures (EEO)
8	Police Vetting Procedures
9	Teacher Registration – refer Towards Full Registration – Support Kit for Schools
9	Leave of Absence Procedures
	<u>PART TWO</u>
	The Principal and Staff (Management) develop and implement:
10	Staffing Schedule
	Appraisal – refer Performance Management Procedures above
10	Job Descriptions
10	Staff Development Programme
10	Staff Induction Programme – refer Induction Programme for Beginning Teachers
	<u>PART THREE</u>
	The BOT in conjunction with the Principal and Staff (Management) develop and implement:
11	Employment Contracts

Through the development and implementation of Good Employer programmes and procedures, the Board of Trustees ensures staff of Fairlie School, enjoy employment conditions of the highest possible standards.

Policy Review Date:

Next Review Date:

Signed:

APPOINTMENTS PROCEDURE

STATEMENTS OF INTENT

- To comply with legislative requirements.
- To comply with relevant employment agreements.
- To meet National Administration Guideline 3.
- To appoint the best applicant to each position.
- To ensure that due process is followed.

REFERENCES

- The Education Act 1989, Education Amendment Act 1996, Human Rights Act 1993
- Privacy Act 1993, Employment Relations Act 2000
- Collective Employment Agreements/Contracts
- National Administrative Guideline 3
- NZSTA – Handbook
- NZSTA – Guidelines for Boards of Trustees (The Management of the Principal by the School Board of Trustees)
- The School's EEO Policy

PROCEDURES

Convening the Appointments Committee:

- A committee convened for that purpose will make each appointment to management positions. This committee will be known as the Appointments Committee.
- The composition of the Appointments Committee will be determined by the nature of the position to be filled and is outlined in Appendix A.
- The Principal or their delegated representative will make other appointments in accordance with the guidelines outlined in Appendix A. In this situation those making the appointment must in so far as it is practical act as though they were the Appointments Committee.
- The Appointments Committee will be chaired by an elected member of the Board and guided by the principal except in cases where the task of the committee is to appoint a new principal.
- When the task of the Appointments Committee is to appoint a new principal the outgoing principal may at the committee's discretion offer advice and guidance but will not be a member of the committee.
- When the task of the Appointments Committee is to appoint a new principal the committee will use the services of an external educational professional.

Key Tasks of the Appointments Committee:

The Appointments Committee will be responsible for:

- Drawing up a timeline for the process.
- Determining the criteria for appointment.
- Drawing up a person specification and draft job description after appropriate consultation.
- Advertising the position appropriately.
- Ensuring that an information pack, which includes relevant material, is available to prospective applicants and that suitable arrangements are made in the event that applicants wish to visit the school or make contact for further information.
- Ensuring that applications are received and acknowledged.
- Ensuring that when appropriate, referee reports are called for and received.
- Drawing up a shortlist of candidates to be interviewed.
- Making suitable arrangements for the interviews – timing, venue, format, questions and assessment.
- Interviewing candidates.
- Making the final decision and conveying this information to the full Board for ratification. This may be a decision not to make an appointment.
- In making their final decision the committee must take into account the predominant wish of the Principal.

Confidential and Ethical Conduct:

Members of the Appointments Committee will act in confidence and in an ethical manner throughout the process, which will essentially have the status of being ‘in-committee’. Any relationship between a committee member and an applicant that may result in a conflict of interest must be disclosed – this may mean that a member stands down from the process.

Method of Application, Referee Reports, Interviews, Criteria for Making an Appointment:

- All applicants must apply in writing by completing an application form which when signed will give the committee permission to make further relevant enquiries of referees and other people.
- Prior to shortlisting all members of the appointments committee will have access to and familiarize themselves with each applicants application and curriculum vitae and have the same access to referee reports when they are used. Access to these documents will continue until the appointment is made.
- For all management positions, written referee reports must be received for shortlisted applicants on the form provided and the validity of these reports must be confirmed verbally.
- For all teaching positions interviews must be held.
- When interviews are to be held shortlisted candidates must be informed verbally and in writing.
- For teaching positions the successful candidate must:
 - Be a registered teacher and have a current practicing certificate or have limited authority to teach.
 - Meet all the professional standards relevant to the position, be a close match to the person specification and be able to perform the tasks outlined in the job description.
- For non-teaching positions the successful candidate must be appropriately trained and qualified.

Offer to be in Writing:

- The successful candidate will be informed verbally of the outcome of the committee's deliberations as soon as possible and will be asked to accept the offer.
- The offer to the successful candidate will then be put in writing and will state the terms of employment. This offer is to be acknowledged in writing by the successful candidate.

Concluding the Process:

- The Board will ratify all appointments pro forma.
- Unsuccessful candidates will be informed verbally and again in writing while applicants who were not interviewed will be informed in writing.
- Travel and accommodation claims will be actioned according to any relevant employment contract/agreement or any other undertaking given by the Board.
- Curriculum Vitae will be returned to all applicants. Other information relating to all applicants will be destroyed
- Information required for the annual EEO report will be collected and forwarded to the EEO officer.

Appointment of Staff to Other Positions:

The appointment of staff to other positions is not the function of the Appointments Committee but of those identified below or their delegates. Those making these appointments must be guided by the appointments policy and will be responsible to the Principal.

Ancillary Staff:

Appointed by the Principal and either or both, the Deputy Principal or Senior Teacher, whichever is appropriate.

Cleaning/Grounds/Maintenance Staff:

Appointed by the Principal and Property Committee.

Long Term Relievers:

Appointed by the Principal and either or both, the Deputy Principal or Senior Teacher, whichever is appropriate.

Day Relief Teachers and Other Temporary Staff:

Appointed by the Principal or delegated staff member.

APPENDIX A

Following is a suggested list of the positions for which the Appointments Committee will be convened to make an appointment. Note – depending on the position the composition of the committee varies.

Principal – All members of the Board of Trustees excluding the incumbent Principal.

Deputy Principal – Delegated members of the Board of Trustees and Principal.

Senior Teacher – Delegated members of the Board of Trustees, one being the Principal and, either the Staff Representative or the Deputy Principal.

Scale A Teachers and Assistant Teachers – Delegated of the Board of Trustees, one being the Principal, and the relevant Syndicate Leader.

COMPLAINTS PROCEDURES

- ❑ This procedure will be published annually and will be available from the School Office.
- ❑ It is important that complaints are kept in perspective and a solution is reached.
- ❑ All complaints should be dealt with as quickly as possible with a minimum of disruption and distress to any party.

1. **Parent - Staff Complaint:**

- When a parent wishes to express a concern regarding their child's teacher or a member of the support staff (teacher aide), the parent should approach either the teacher concerned or the Principal with the complaint.
- If the concern involves the Principal, the parent should first approach the Principal. If unresolved the parent should then refer to the Chairperson of the Board of Trustees.
- The teacher is best situated to resolve the concern in the first instance so parents are encouraged to approach the teacher first. If unresolved the parent should then approach the Principal. If the situation involves the teacher aide, the teacher should be approached first.
- Either the parent or the teacher/ teacher aide may involve a third party at any stage if this, is desired.
- If the matter is still unresolved the parent should take the matter to the Principal, then to the BOT in writing.

2. **Board - Staff**

- If the Board have a concern about a member of the staff, the Chairperson would liaise with the Principal.

3. **Staff - Board.**

- If the staff have a concern about the Board, staff would advise the Principal who would then liaise with the B.O.T.
- If unresolved, put in writing to the B.O.T.

If any of the concerns outlined in the Guidelines are unresolved the complaint shall be dealt with as set out in the Primary Teacher's Collective Agreement or The Primary Principal's Collective Agreement as appropriate.

PROTECTED DISCLOSURES PROCEDURE

Refer: Health & Safety Policy

PERFORMANCE MANAGEMENT PROCEDURE

- ❑ Each staff member's performance is evaluated against pre-defined objectives to identify successes, achievements and aspects requiring development. Information obtained from appraisals provides the basis for decisions about priorities for professional support and development (**school based objectives**) and for accountability and salary increment purposes (**Government invoked professional standards**).
- 1. **School-based Framework:**
Two categories of appraisal are conducted:
 - **Part 1 - School Expectations** which operate within an integrated staff management and curriculum planning framework which focuses on the needs of students, staff, the total school and its community. The school's planning framework is prepared in consultation between board and staff and is an expression of self-management.
 - **Part 2 - Governmental Professional Standards** promulgated through IECs and CECs. These are NOT modified by the school since they sit outside of school self-management and decision making.
- 2. **Principles:**
Staff appraisal procedures are consistent with principles of openness, professional advancement, confidentiality and helpfulness to individual staff members.
- 3. **Responsibility:**
The board chairperson is responsible to the board for the appraisal of the principal, and the principal is responsible to the board for the appraisal of all other staff in a manner consistent with this policy. The principal may delegate appraiser duties to senior staff while still being ultimately responsible to the board for the appraisal of all staff.
- 4. **Annual Appraisal:**
Every permanent member of staff is appraised annually. The board chairperson and the principal will formally report to the board each year that they have administered appraisals in accordance with this policy.
- 5. **Confidentiality:**
Individual appraisal documents are confidential to the staff member and the appraiser (including the principal), and no part of that document may be made available or divulged in any way to another party without the written and signed consent of the staff member and the appraiser (including the principal).
- 6. **Performance Expectations:**
Every permanent staff member, including support staff, has a job description containing objectives that form the basis for performance appraisal in relation to the school's own expectations in relation to teaching, school-wide and management responsibilities, as

appropriate to the appraisee. Any specific performance requirements contained in employment contracts are additional to the school's expectations. Job descriptions may be revised from time to time subject to consultation with staff and approval given by the board.

7. Annual Development Objectives:

Additional to job description objectives, one or more annual development objectives are mutually agreed between the chairperson and principal/principal and each staff member, along with a written statement of the assistance or support available. Development objectives are included in the annual appraisal process.

8. Appraisal Process:

The appraisal process requires that (a) each staff member conducts an independent self-appraisal by rating and noting performance in relation to job description and development objectives. Performance will be marked on a profile as HIGH ACHIEVEMENT, ACHIEVED, or DEVELOPMENT NEEDED; (b) the appraiser independently marks and notes performance of the staff member in relation to the same job description and development objectives, ensuring that decisions are formed after suitable observation of teaching; (c) the appraiser and appraisee meet together to discuss and compare their respective views and ratings of performance, and to decide on an agreed rating for each performance objective, taking into account all available evidence to justify the decisions. Where agreement cannot be reached, this is noted, along with reasons. The appraiser's copy of the appraisal document is the official report, which is to be signed by the appraiser (and the principal) and staff member to verify the completion of the process. The appraiser (and principal) and staff member shall each have a copy of the completed report.

9. Disputes:

Should a dispute arise that cannot be resolved between the appraiser and staff member, they will together agree on an independent person to mediate discussion with a view to resolving the dispute. The mediator will be bound by strict confidentiality, and shall play no part in conducting the appraisal process.

EQUAL EMPLOYMENT OPPORTUNITIES PROCEDURE

This school has a commitment to removing inequality from the workplace and will make continuing efforts towards becoming an Equal Employment Opportunities (EEO) employer.

The School and Board of Trustees recognises:

- The need to, identify and address discriminatory practices and policies.
- The need to provide opportunities that enhance the value and career opportunities of individual staff members.
- The need to provide a non-discriminatory, culturally sensitive and safe working environment for all staff.

The Board will ensure that:

- There is no discrimination in the areas of recruitment, selection, promotion or career development.
- Opportunities will be given to staff to develop their career potential.

The Board will appoint an E.E.O. officer or sub-committee to respond to School Issues, if necessary.

POLICE VETTING PROCEDURES

The Education Act 1989 now requires that schools obtain a police vet before appointing support staff. The vets are processed by the Teachers Council, but any decisions based on the vet must be made by the school. Teachers must also be vetted but that is done through the regular cycle of registration and renewal of practicing certificates.

The vet is obtained by completing the appropriate application form and sending it to the Teachers Council. Copies of the result will be returned to the school and to the individual.

The individual must be given a reasonable opportunity to comment before any decision is made against them on the basis of the vet.

Proper Processes:

Schools are legally required to have a process in place to deal with these police vets. The process must identify an individual to whom the results of each vet will be sent, and must ensure "strict confidentiality" is maintained. This will need to deal with who opens the envelope containing the vet, who sees the result of the vet, who is informed of the contents of the vet and is involved in any decisions based on those contents, and who disposes of the vet. The more people there are involved in those steps, the less the process will comply with the requirement for "strict" confidentiality.

Degree of Risk:

The vet may disclose convictions, and may reveal that police have concerns about an individual but for some reason have not taken a prosecution or obtained a conviction. Prospective employees should not automatically be rejected if a vet discloses such information. The key focus should be on the actual degree of risk to students, staff and the school community. There will be many factors to be considered, including the nature, timing and circumstances of the offence, and how the candidate has changed since that time.

Schools are required to obtain police vets of all support staff every three years and records of this will be kept in the School Office. It is important to note that existing staff cannot automatically be dismissed if a vet discloses convictions or police concerns. No action to dismiss, discipline or suspend should be taken without first consulting NZEI or NZ School Trustees Association.

TEACHER REGISTRATION

Refer: Towards Full Registration – Support Kit for Schools

LEAVE OF ABSENCE PROCEDURE

- Requests for Leave of Absence under one week will be at the Principal's discretion.
- Prior permission must be sought in writing from the B.O.T for leave over **three days**.
- **Long Term Discretionary Leave without Pay:**
Leave may be considered if the staff member has given 2 years continuous service at Fairlie Primary School prior to the application. A position will be held if leave is granted for 12 months or less. Notification of intention to return must be stipulated in the conditions of leave as granted.
- **Discretionary Leave with Pay:**
If leave is sought for Study or Attending a Conference that is job related then this may be given favourable consideration.

Refer to the NZEI Collective Agreement

STAFFING SCHEDULE

Refer: Governance File and Teacher's Manual

JOB DESCRIPTIONS

- Job descriptions for every staff member will be negotiated at the beginning of each year.
- Job descriptions for all teaching staff, including the principal, are directly related to the Professional Standards and therefore directly linked to appraisal and performance agreements.
- The principal's job description will be negotiated with the Board of Trustees Chairperson.
- Teachers, support staff and supernumerary staff' job description will be negotiated with the principal.

STAFF DEVELOPMENT PROGRAMME

Each year each staff member receives opportunities and support for undertaking personal professional development and improvement. A record is kept of each staff member's professional development programme and the support provided.

This record is maintained in the Individual Appraisal Folder on the "Professional Development: Individual Record of Activity".

STAFF INDUCTION PROGRAMMES

Refer: Induction Programme for Beginning Teachers File

EMPLOYMENT CONTRACTS

Individual Employment Contracts need to be negotiated for all employees not members of a collective agreement.

POSITION	NEGOTIATING TEAM	TERM OF CONTRACT
Property Supervisor	Property Supervisor Principal BOT Chairperson BOT Property Officer	Annually
Teacher Aides	Teacher Aide Principal	Annually
Relieving Cleaners and Caretakers	Reliever Principal	Term of Employment